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AUTHOR Blase, Philip; And Others
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ABSTRACT

The theme of this unit is "Kwakiutl Native Americans of the American Northwest." The content is based on the third grade text of the Houghton Mifflin Social Studies curriculum entitled "From Sea to Shining Sea," and includes learning experiences in social studies, math, science, language arts, music, drama, art, and physical education. The text's objectives include: (1) identity who the Kwakiutl were and where they lived; (2) describe their way of life; (3) identify natural resources used by the Kwakiutl; (4) describe their beliefs about nature; (5) identify the importance of woodcarving; (6) describe Kwakiutl canoes and totem poles; and (7) explain how the Kwakiutl used wood carvings in ceremonies. The primary language lessons are the same regardless of which language the students speak, but the fluent English speakers are taught in English, and the other students are taught the lesson in their own language. The main concepts of all eight subjects are covered by the primary language teacher in the primary to support the students' learning in the specially designed academic instruction in English courses. Cross-cultural/self-esteem component of instruction is included in the lessons taught throughout the program. Lessons include homework and a student portfolio that is completed daily. Parent/community involvement is essential and encouraged by a full-time parent/community resource coordinator. Field trips for parents/students and babysitters should also be included. The text includes listings of self-esteem adjectives/actions and vocabulary and guidelines for content outline by subject matter being taught. (NAV)

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"KWAKIUTL NATIVE AMERICANS OF THE AMERICAN NORTHWEST

by
Philip Blase
Margo Redick
Sheila Ritchie

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PLC 651
Bilingual Cross-cultural Development
Carmen Sadek
May 22, 1995

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Philip Blase/Margo Redick/Sheila Ritchie
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THEME: KWAKIUTL NATIVE AMERICANS OF THE AMERICAN NORTHWEST

Grade: Third.
Content Areas: Language Arts, Social Studies, Mathematics, Science, Music, Art, Drama, and P.E.
Time Length: One week, 40-45 minute lessons.
Language Levels: Pre-Production, Early Production, Speech Emergence, and Intermediate Fluency.
Instructional Components: English Language Development, Primary Language Instruction, Specially Designed Academic Content in English, Cultural - Self Esteem, Parent Involvement.

1. Theme and Rationale

The theme of this unit is "Kwakiutl Native Americans of the American Northwest". The content of this lesson is based upon the third grade text of the Houghton Mifflin Social Studies Curriculum entitled From Sea to Shining Sea. The text's objectives include: 1) Identify who the Kwakiutl were and where they lived. 2) Describe the way of life of the Kwakiutl. 3) Identify the natural resources used by the Kwakiutl. 4) Describe the Kwakiutl beliefs about nature. 5) Identify the importance of woodcarving to the Kwakiutl. 6) Describe Kwakiutl canoes and totem poles. 7) Explain how the Kwakiutl used woodcarvings in ceremonies. English Language Development lessons are provided for each proficiency level, but are similar enough to allow for the combining of two consecutive levels if necessary. The Primary Language lessons are the same regardless of which language the students speak, English or any other language. The difference is the Fluent English speakers are taught in English, and the other students are taught the lesson in their own language. The main concepts of all eight subjects are covered by the Primary Language teacher to support the students' learning in their Specially Designed Academic Instruction in English courses. Because students are taught in their primary language, these lessons are the same regardless of their level of proficiency in English. Similarly, Specially Designed Academic Instruction in English lessons are the same, regardless of proficiency in English, because the activities are done in heterogeneous groups. The Cross Cultural - Self Esteem component of instruction is included in the lessons taught throughout the program and is indicated in the lessons by an asterisk. *

2. Previous Content Learned

1. Houghton Mifflin Social Studies - From Sea to Shining Sea.
   Unit 1 - Chapters 1-3: "Listen to the Land"
   Oceans, Rivers, Forests, Prairies, Mountains, and Deserts.
2. Math: Fahrenheit/Celsius, Time (Calendar)
3. Science: Introduction to "Life Science"
4. Language Arts: "Where the River Begins" by Thomas Locker, "The Mountain that Loved a Bird" by Alice McLerran, and "Open Range" by Kathryn and Byron Jackson.

3. Outline of the Content

A. Social Studies
   1. Who were the Kwakiutl? Where did they live?
      (Geography including natural physical features - forest/sea)
   2. Food of the Kwakiutl.
   3. Clothing of the Kwakiutl.
   4. Shelter of the Kwakiutl.
   5. The Kwakiutl customs and culture.
   6. Ceremonies of the Kwakiutl.

B. Language Arts: Tyee's Totem Pole.

C. Math: Timeline, Geometry, Bar Graph, Temperature Conversions.

D. Science: Life Science, Food Pyramid, Recording Data of Comparison, Seasons-Weather, Methods of Food Preservation.

4. Unit Goals with Instructional Objectives (includes proficiency from each language level)

A. Students will be able to identify animals and their habitats found in the American Northwest, and how they were interwoven within the fabric of Kwakiutl life.
   1. Given pictures of sea and forest life, students will be able to identify and tell about the importance of the sea and forest to the life of the Kwakiutl.
   2. Given pictures of sea and forest life, students will be able to identify and explain how the Kwakiutl utilized their environment.
   3. Given a talking chart, students will describe within complete sentences, the Kwakiutl's beliefs about nature.

B. Students will be able to explain how the Kwakiutl Indians obtained their food, clothing, and shelter from the "natural" environment.
   1. Given pictures, students will illustrate and identify the various sea and forest natural resources the Kwakiutl Indians used for food, clothing, and shelter,
   2. Students will be able to compare and contrast in a pyramid diagram the diet of the Kwakiutl Indians and that of their own.
   3. Given a talking chart, students will be able to pantomime and record the correct use of the Kwakiutl Indians' utensils used in obtaining food, clothing, and shelter.

C. Students will be able to identify the different cultural aspects of the Kwakiutl Indians, and relate that culture to the students' own.
   1. Given objects of Kwakiutl ceremonies, students will identify and explain their use.
   2. Given a "talking stick", students will be able to tell about an important event in the life of the Kwakiutl and the students' own.
   3. Given a talking chart, the students will use complete sentences to tell how and why the totem pole was used by the Kwakiutl Indians.

5. Description of Assessment

Students will create a portfolio on Day 1 to include completed projects about the Kwakiutl Native Americans. Items will be collected daily or displayed in the classroom and returned to the portfolios. Students will be able to state and assess what they have discovered about the Kwakiutl Native Americans' way of life. They will feel proud of their successes in working together in cooperative groups by their completed assigned classroom projects and activities. They will be sensitive to and aware of the differences of the various cultures represented by the members of the class and that of the Kwakiutl Native Americans.

6. Homework Assignments

On day one students will be assigned homework for the entire week. Each assignment will be required to be turned in on specific days indicated by the teacher. The homework assignments will be implemented into specific lessons. The first assignment is that the students will make a list of the different types of fabrics their clothes are made of. They will be asked to bring some samples of articles of clothing made of the fabrics listed. The second assignment is to interview their parents or the eldest member of their family. The students will be given a teacher generated "Personal Family History Questionnaire" to help them conduct the interview. The interview will include information about special events or accomplishments that involve any of the family members. The students will be encouraged to bring pictures or items that represent their families to enhance their week's projects or activities (timelines, totem poles, and Potlatch speeches). The last assignment will be an individual assessment report on what they learned about Kwakiutl Native Americans and themselves. The report could be drawn pictures (limited proficiency students) to a one page essay (English speakers and more proficient students). This assignment would be due a few days after the entire lesson has been completed. After teacher/students review, the assignment would be included in the students' portfolios.

7. Parent/Community Involvement

Parent and community involvement is essential to provide all students with a quality education including equal access to the curriculum designed and implemented. A Parent/Community Resource Coordinator works full time at a school site to organize and implement program activities and ensure lines of communication with all parents. This person would be (preferably) bilingual - bicultural. The Parent/Community Resource Coordinator would organize a Parent Advisory Committee which would serve as the steering committee for all parent involvement. These committee members would have key volunteers working with them to form a "pyramid" or "tree" to function as a line of communication. Due to child care being a difficult barrier to many parents' participation at school, Junior High students would be trained by the Red Cross as babysitters for parents attending programs. Some of the programs would be parent classes, study skills for children, self-esteem workshops, community resource education, Health Fair, etc.

The Parent/Community Resource person would go out into the community when possible to attend local community groups, service organizations and Chamber of Commerce meetings and events.

Throughout the "Kwakiutl Curriculum" the parents will be involved in some of the homework assignments, as well as, having volunteer parents come into the class for special activities. When possible, the curriculum could include field trips into the community or bring in guest speakers to complement the curriculum.

8. Self-Esteem Adjectives/Actions

1. Courteous: Allows others to be first. Waits for his/her to speak. Encourages/helps other students. Uses constructive and polite words. Listens politely. Says "please" and "thank you".	**2. Competent:** Peer tutors. Shares ideas confidently. Completes given classroom. tasks or jobs. Follows directions completely. Guides or leads cooperative learning groups. Follows class rules.	**3. Open-minded:** Listens to others. Accepts culture differences of others. Does not pre-judge others. Willingness to change or try new things. Can discuss differences of opinion with others. Sees "good" in others. Not critical of others. Welcomes newcomers.
4. Thoughtful: Helps when not asked. Uses encouraging words. Shares class supplies with others willingly. Walks with others to the nurse or office. Does not exclude classmates. Welcomes newcomers.	**5. Self-Controlled:** Walks away from a difficult situation. Stays in his/her seat and listens attentively. Completes assignments. Gets along with others. Does not demand his/her own way. Can sit quietly while working at his/her seat.	**6. Cooperative:** Listens to others. Shares with others. Helps classmates. Works well together with other classmates.
7. Resourceful: Enjoys pursing interests independently. Knows where to find classroom resources. Show interest in using the library.	**8. Health-minded:** Follows classroom safety procedures. Washes hand regularly. Comes to school clean.	**9. Sensitive:** Does not exclude others. Listens to others' expressions and feelings. Nurtures others. Knows when others need help.
10. Organized: Comes to class prepared. Know where to find needed supplies. Has school work organized. Keeps a daily/yearly school calendar.	**11. Confident:** Has good posture. Tone of voice is loud enough to hear. Able to complete a given assignment with assurance. Gives oral presentations with confidence.	**12. Proud:** Satisfied with completed class work. Respects himself/herself. Accepts his/her culture and family customs. Carries oneself with confidence.

9. **Vocabulary Development Talking Chart**

DAY 1 - "WHO AND WHERE"

People Groups

Canadian	Kwakiutl	American	Native American
Californian	Mexican	African	Asian

Geographical

Locations
Continent
country
state
province
city
town
village
community

Features
coast
forest
sea
river
lake
desert
mountain
prairie
island
peninsula

Countries
United States of America
Canada
Mexico
Greenland
Iceland

States
Alaska
Washington
Oregon
California

Waters
Pacific Ocean
Atlantic Ocean
Gulf of Mexico

Animal Life

Land Animals
mountain goat
bear
deer
wolf
beaver
squirrel
lizard
toad
chipmunk
raccoon
moose

Sea Animals
killer whale
seal
clam
fish
sea lion
lobster
abalone
walrus

Birds
owl
hawk
eagle
raven
lark
falcon
grouse

DAY 2 - "FOOD" (FISH)

Fish	Fishing Equipment	Edible Plants	Prepared Foods
halibut	dip net	strawberry	berrycakes
salmon	spear	blueberry	currant
trout	rod	crabapples	smoked fish
tuna	net	salalberry	taco
bass	weir	elderberry	spaghetti
cod	bait	carrot	burrito
perch	basket trap	bean	pizza
	knife	pea	hamburger
	harpoon	lettuce	hot-dog
		tomato	
		potato	

DAY 3 - "CLOTHING, SHELTER

Clothing	Clothing Materials	Homes	Materials
skirt	cedar bark	long house	wood
cape	wool	adobe	buffalo skin
blanket	goat's hair	tipi	shell
pants	cotton	hogan	bone
shorts	acetate	apartment	stone
dress	polyester	duplex	whaletail bone
jacket	orlon	condominium	mud
coat	silk	tule huts	clay
robe	animal skins	cave	adobe bricks
socks			
shoes			Trees
sandals			cedar
boots			pine
moccasins			redwood
			evergreen
			willlow
			oak

Daily Used Objects

canoe	bow	arrow	spear
hook	dish	chest	knife
rope	mats	toys	beater
totem pole	talking post	talking stick	cooking fire
metate	hammer	nails	spoon

DAY 4 - "CUSTOMS, CULTURE"

People

Family	Groups	General	Trades People
mother	tribe	boy	woodcarver
father	family	girl	woodworker
grandfather	clan	woman	fisherman
grandmother		man	canoe maker
daughter		person	artist
son		child	chief
aunt		adult	steersman
uncle			shaman
cousin			carpenter
ancestor			painter

Totem Pole (Animal Features)

fins	teeth	head	claws
flat tail	blow hole	feet	foot
eyes	face	paws	beak

DAY 5 - "CEREMONIES"

Ceremonies	People	Objects	Dress/Costumes
Bar Mitzvah	Speech Maker	talking stick	copper (shield)
quinceanera	minister	totem pole	helmet
funeral	priest	talking post	blanket
wedding	Father	rattle	tuxedo
communion	rabbi	puppet	veil
birth	nun	horn	robe
totem pole raising	amir	flowers	wedding dress
potlatch	reverend	aisle	suit

Ceremonial Activities

dancing	feasting	singing	speech making
preaching	praying	story telling	giving gifts

Day 1 Who and Where	ENGLISH LANGUAGE DEVELOPMENT
Pre Production	Show pictures of sea and forest life found in the American Northwest. (i.e.: National Geographic, wildlife books, animal encyclopedias, photographs, etc....) Have students point and identify sea and forest life, including animals and the natural geographical features Have students cooperatively draw and color a wall mural of sea or forest life. Have students point and identify vocabulary in the finished mural.
Early Production	Show pictures of sea and forest life, including animals and the natural geographical features of the American Northwest. Have students name and identify the vocabulary of sea and forest life. Have students cooperatively draw and color a wall mural of sea or forest life. Have students label the vocabulary of the finished mural.
Speech Emergence	Show pictures of sea and forest life, including animals and the natural geographical features. Have students name and identify the vocabulary of sea and forest life using complete sentences in English. Have students write their sentences describing the sea and forest life of the American Northwest using the vocabulary chart and then read orally. Have students draw and color a mural of their sentences.
Intermediate Fluency	Show pictures of sea and forest life, including animals and the natural geographical features. Name and discuss the sea and forest life of the American Northwest. Have students write a paragraph in English describing the sea and forest life of the American Northwest using the vocabulary chart. Have students draw and color a mural of their paragraph.

Day 1 Who and Where	Primary Language Instruction	Specially Designed Academic Content in English
Language Arts	Discuss and explain what's happening on pages 5-14, Tyee's Totem Pole using the pictures.	Read pages 5-14, Tyee's Totem Pole. Discuss and have students develop vocabulary for a talking chart.
Math	Discuss the use of a time-line using pages 68-69 of Social Studies book, From Sea to Shining Sea.	*Have students make a timeline of their lives and draw pictures above each date they use.
Social Studies	Using a globe discuss the locations of North America (Canada & United States). Pacific & Atlantic Oceans. Read pages 62-64, From Sea to Shining Sea.	Label a map of North America. Including where the Kwakiutl and other Northwest tribes lived. Color the map.
Science	Discuss the various groups of animal life found in the sea and forest and identify by classification.	Have students illustrate sea and forest life and label the animals by classifcation.
Music/ Drama	Listen to a cassette tape of forest and ocean "nature music". Discus what they hear using the vocabulary chart.	Listen to the sounds of the tape and have students draw a picture of what they hear and label using the vocabulary chart.
Art	Discuss the question:"If you were a bird flying over a Kwakiutl village, what would you see?"	Make a porfolio. Have the students use the answer to the question and illustrate the cover of the portfolio.
P.E.	Give rules and demonstrate the "Hoop Game". Define the equipment used and proper use. "koa ne "	On the field, play the "Hoop Game".

Day 2 Food (Fish)	ENGLISH LANGUAGE DEVELOPMENT
Pre-Production	Show a variety of different fishing methods and show a variety of different species of fish using pictures from National Geographic, Field and Stream, and books on fresh and saltwater fish. Have students point and identify "fish and fishing" vocabulary words in the pictures. Have each student draw a sequential "Fishing" story with four pictures. Have students identify and name the "vocabulary" in the stories. Have students mount the picture stories on cardboard and cut apart in a jigsaw pattern. Pair students to put each others' pictures back together.
Early Production	Show a variety of different fishing methods and show a variety of different species of fish using the above materials. Have students point and identify "fish and fishing" vocabulary words in the pictures. Have each student draw a sequential "Fishing" story with four pictures. Have the other students identify and write the "vocabulary" of the stories. Have students mount the picture stories on cardboard and cut apart in a jigsaw pattern. Pair students to put each others' pictures back together.
Speech Emergence	Show pictures of different fishing methods and a variety of different species of fish. Have students name, identify, and discuss the "fishing" vocabulary from the talking chart. Identify one student to play the role of a "fisherman". The rest of students are to be the fish in the ocean, river, lake, or stream. Have the "fisherman" sit in the "hot seat" to answer questions proprosed by the "fish". (i.e. "Why do you try to catch us?") Select other students to be in the role of the "fisherman". Repeat.
Intermediate Fluency	Have students name and discuss "fish and fishing" vocabulary on the chart. Show pictures of fishing methods and species of fish. Have students write questions from a fish's perspective that a fish would ask a fisherman about fishing. Identify one student to play the role of a "fisherman". The "fish" ask their questions. The "fisherman" answers them. Select other students to be in the "hot seat" as the "fisherman".

Day 2 Food(Fish)	Primary Language Instruction	Specially Designed Academic Content in English
Language Arts	Discuss and explain what's happening on pages 11-32 of Tyee's Totem Pole using the pictures.	Read pages 11-32 of Tyee's Totem Pole. Add new words to the "talking chart". Draw and illustrate one of the scenes on these pages.
Math	Discuss tangram shapes. Have students create a variety of designs with tangram blocks.	Demonstrate to the students how to make a pyramid with the tangram blocks. Have students draw and replicate the pyramid using the tangram blocks. The pyramid will be used in science.
Social Studies	Read pages 65-66, From Sea to Shining Sea. Discuss how "water" provided food for the survival of the Kwakiutl Indians.	In a class discussion make a graphic chart of what the Kwakiutl Indians got from the sea. Work in cooperative group to make posters to display the products the sea provided for the Kwakiutl Indians.
Science	Explain what a "food pyramid" is. Do an example of a food pyramid. Have students make their own diet pyramid.	*Discuss the diet of the Kwakiutl Indians. Make a food pryamid of the Kwakiutl Indians. Compare/contrast the students' pyramid to that of the Kwakiutl Indians.
Music/ Drama	Read and discuss the meaning of the words to the song, "Girl Lullaby". (Indian Cradle Song)	Teach the students the words to the song and sing, "Girl Lullaby". (Indian Cradle Song)
Art	Have students make 3 dimensional fish. Have pictures ready that demonstrate the variety of fish that were available to the Kwakiutl Indians.	Have students place ready made fish on a a painted water background. Include other other types of wildlife that may be found in the environment using magazine pictures. Have students tell each other about their pictures, identifying the wildlife included.
P.E.	Give rules and demonstrate "Stone Putting". Explain why substitutions are necessary (i.e. beanbags for stones). "Ek a "	Have students play "Stone Putting". Students work together. One student guides another, who is blind folded, with oral directions where to toss the beanbag (stone).

Day 3 Clothing,Shelter	ENGLISH LANGUAGE DEVELOPMENT
Pre-Production	"Show and tell" about different items or pictures of the types of objects used by the Kwakiutl Indians including objects representing clothing, and shelter and showing how the items were used (text books, National Geographic. San Diego City Unified Schools-IMC) including contemporary equivalents. Have the students through drama, pantomime how the object was used. Have students name and identify the objects demonstrated.
Early Production	"Show and tell" about different items or pictures of the types of objects used by the Kwakiutl Indians including objects representing clothing and shelter showing how the items were used, also include contemporary equivalents. Have students identify the objects and demonstrate their use through pantomime. Have students select several objects and find the name of the objects on the vocabulary chart and make flash cards of them.
Speech Emergence	"Show and tell" about different items or pictures of the types of objects used by the Kwakiutl Indians including objects representing clothing and shelter and showing how the items were used, also include contemporary equivalents. Have students identify and name the objects. Have students write "directions" on how to the use the objects. Have students read their "directions" as another student demonstrates the use by following the "directions."
Intermediate Fluency	"Show and tell" about different items or pictures of the types of objects used by the Kwakiutl Indians including objects representing clothing and shelter and showing how the items were used, also include contemporary equivalents. Have students identify the objects. Have students select one of the objects to write a "commercial" (script) about the object. Have the students perform their "commercial" for the rest of the class as if they were on TV.

Day 3 Clothing, Shelter	Primary Language Instruction	Specially Designed Academic Content in English
Language Arts	Orally share pictures from Day 2 - SDAIE and discuss what is happening in each.	In cooperative groups look at all pictures. Write a story about the pictures. Mount pictures and stories on tagboard. Select a "reader" to read their stories to the class. Add new words to the "taking chart".
Math	Explain and define a "Bar Graph" and how to show quantity.	*Make a Bar Graph showing how different fabric and materials are represented by the students' clothes.
Social Studies	Read pages 66-67, From Sea to Shining Sea. Discuss the products the Kwakiutl gained from the forest.	Make a picture diagram of the resources the Kwakiutl Indians used from the forest and the materials they used.
Science	Discuss the question: "What are your clothes made of?" Look at different clothing labels.	*Collect and record data about the different textures of materials used to make clothes today. Compare the textures of today with that of the Kwakiutl Indians.
Music/ Drama	Reread the story/dialogue on page 64, From Sea to to Shining Sea. Discuss and explain what is happening in the scene.	Working in groups, have students write a simple script of the story on page 64, From Sea to Shining Sea. Assign parts and perform for the class. Be sure to include the actions of collecting, pounding, & cutting.
Art	Show completed product of a paper doll with a cedar bark skirt/cape and explain how to make.	Make cedar tree bark skirt/capes by using a brown paper bag, after softening by repeated crumpling. Dress a paper doll cutout. Have students name the articles of clothing.
P.E.	Discuss the rules to "Stone Rings". Explain the reason for substituting beanbags for spears. Demonstrate the activity. Identify equipment. "say ax ste wa"	Have students split into groups to play Stone Rings". Number the groups and begin the game. When the game is over, rediscuss the appropriateness for substitutions.

Day 4 Customs, Culture	ENGLISH LANGUAGE DEVELOPMENT
Pre-Production	Show pictures of totem poles carved by the Indians of the American Northwest (National Geographic, library books, pictorial books). Show pictures from Day 1 - sea and forest animal life. Have students name and identify the animals on the totem poles. Using selected animals, have students design a totem pole. Have students identify the animals of their totem poles.
Early Production	Show pictures of totem poles carved by the Indians of the American Northwest (National Geographic, library books, pictorial books). Show pictures from Day 1 - sea and forest animal life. Have students identify and list several favorite animals. Using selected animals, have students design a totem pole. Have students label and share their totem poles with a "talking stick".
Speech Emergence	Show pictures of totem poles carved by the Indians of the American Northwest, also show the animal pictures from Day 1. Show pictures or items that represent contemporary times. Have students design a totem pole with animals or with items representative of personal history. Have students write a few descriptive sentences about their totem poles. Have students use the "talking stick" to read their totem poles.
Intermediate Fluency	Show pictures of totem poles carved by the Indians of the American Northwest, also show the animal life pictures from Day 1. Show pictures or items that represent contemporary times. Have students name and discuss the pictures and items. Have students design a totem pole with animals or with items representative of personal history. Have students write a descriptive paragraph explaining their totem pole. Have students read their paragraphs/totem poles with a "talking stick".

Day 4 Customs, Culture	Primary Language Instruction	Specially Designed Academic Content in English
Language Arts	Discuss and explain the pictures on pages 32-42 of Tyee's Totem Pole.	Read pages 32-42, Tyee's Totem Pole. Discuss and have students develop vocabulary for the talking chart. In pairs have them pretend they are Kwakiutl Indians, and describe to their partners what they would put on their totem poles.
Math	Discuss the temperatures that occur during different seasons of the American Northwest. Graph the temperatures on a linegraph.	Review the graphs of the temperatures of different seasons. Convert the temperatures to Celcius and make line graphs of the Celcius temperatures.
Social Studies	Read pages 70-72, Tyee's Totem Pole. Discuss the meaning and use of a totem pole, emphasizing the animal carvings.	Have students find the feature that helps identify each animal. Ask each student to draw an animal, focusing on its distinct features. Tape the drawings vertically to create a totem pole.
Science	Discuss the type of weather the Kwakiutl Indians lived in.	As a class design a chart of the seasons of the American Northwest. Group class into 4 groups. Each group will design and label a particular season. Compile the charts when completed, and discuss.
Music/ Drama	Discuss the meaning of a monologue. Have students share about special things that have happened to them.	*Using the "talking stick" students are to an "give impromptu monologue" about a special event or activity in their lives.
Art	Have students review totem poles and their importance. Discuss what would be representative of each one's culture.	*Make totem poles with papertowel rolls. Have students identify individual parts that are on their totem poles, and what they represent.
P.E.	"Ga gelqa gelis" (Tug of War variation). Explain the game and demonstrate with volunteers how to play.	Divide the class into four groups and play the game. Allow students to select own groups and play one another.

Day 5 Ceremonies	ENGLISH LANGUAGE DEVELOPMENT
Pre-Production	Show pictures of Kwakiutl ceremonies and items used. Show pictures and items of contemporary ceremonies. (i.e. wedding, funeral, ...) National Geographic, photographs, magazines.... Have students find and name the items and people of the Kwakiutl ceremonies. Have students work cooperatively to make a ceremonial collage from magazine pictures. Have students name the pictures in their collages.
Early Production	Show pictures of Kwakiutl ceremonies and items used. Show pictures and items of contemporary ceremonies. Have students find, name, and label the items and people of the Kwakiutl ceremonies. Have students work cooperatively to make a ceremonial collage from magazine pictures. In groups, have students pantomime a "ceremony" while the rest of the class identifies the ceremony.
Speech Emergence	Show pictures of Kwakiutl ceremonies and items used. Show pictures and items of contemporary ceremonies. Have students find, name and label the items and people of the Kwakiutl ceremonies using the vocabulary chart. Have students work in cooperative groups and select a ceremony to "act out" and make "title cards" to introduce their skits. Have the students perform their skits.
Intermediate Fluency	Show pictures of Kwakiutl ceremonies and items used. Show pictures and items of contemporary ceremonies. Have students find, name and label the items and people of the Kwakiutl ceremonies using the vocabulary chart. In groups have students "write and perform" a scene from a ceremony. Have remaining students write the vocabulary words they hear.

Day 5 Ceremonies	Primary Language Instruction	Specially Designed Academic Content in English
Language Arts	Discuss and explain pages 41-48, Tyee's Totem Pole. Include the "The Totem Pole Raising" ceremony.	Read pages 42-48, Tyee's Totem Pole. Discuss. In cooperative groups have students write a book report using the vocabulary chart and create a poster depicting a favorite part of the book.
Math	Have students bring in 2 labels off of the food they eat. Have them paste on paper and circle the preservatives.	*Review labels from Primary Language lesson and discuss. Have students make a a graph of the preservatives listed on the labels. Determine which preservatives are included most often.
Social Studies	Discuss pages 72-75, From Sea to Shining Sea. Define and discuss the purpose of the "Potlatch" and the "Speechmaker	Read pages 72-75, From Sea to Shining Sea. Put students into Kwakiutl "family" groups. Each group is to select a "family name" and "head" of the family. Write a make-believe "family history".
Science	Discuss the importance of preserving food. Discuss the methods of preservation of Kwakiutl Indians and those of today.	*Have students work in cooperative groups to make mini-posters comparing/contrasting the methods of preserving food of the Kwakiutl Indians and those of today. Have the students share their findings.
Music/ Drama	Review the role of the "Speechmaker", "The Totem Pole Raising" ceremony, and the "Potlatch".	Have each "family" from the Language Arts lesson perform a "Totem Pole Raising" ceremony, including a "Speechmaker", "talking" stick" and "Potlatch".
Art	Show students actual masks of the Kwakiutl people. Discuss importance of masks to Kwakiutl ceremonies.	*From a variety of materials, have students make masks that are representative of their own culture and discuss how they are similar to the Kwakiutl.
P.E.	Explain the rules and the reasons for Kwakiutl relay games. qa qasap!a (walking) dza dz E lxwap!a (running) ya xkx!a (one leg hop)	Discuss how a team makes the game work better. Divide the class into groups and play the game.